



Report No: ICR00608

IMPLEMENTATION COMPLETION AND RESULTS REPORT

ON A
GRANT
(TF-B5951)

IN THE AMOUNT OF US\$ 6.7 MILLION EQUIVALENT

TO THE
CO-OPERATIVE REPUBLIC OF GUYANA

FOR THE
GUYANA EDUCATION SECTOR PROGRAM PROJECT

September 22, 2025

Education
Latin America And Caribbean



CURRENCY EQUIVALENTS

(Exchange Rate Effective Sep 19, 2025)

Currency Unit = Guyana Dollar

GY\$ 207.98 = US\$1

US\$ 1.372 = SDR 1

FISCAL YEAR

January 1 - December 31

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ABBREVIATIONS AND ACRONYMS

EMIS	Education Management Information System
ESP	Education Sector Plan
ESPIG	Education Sector Plan Implementation Grant
GESIP	Guyana Education Sector Improvement Project
GESPP	Guyana Education Sector Program Project
GoG	Government of Guyana
GPE	Global Partnership for Education
GSEIP	Guyana Secondary Education Improvement Project
ICR	Implementation Completion and Results Report
IDA	International Development Association
IPF	Investment Project Financing
IRI	Intermediate Results Indicator
IRR	Internal Rate of Return
ISR	Implementation Status and Results Report
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MTR	Mid Term Review
NPV	Net Present Value
PAD	Project Appraisal Document
PC	Project Coordinator
PDO	Project Development Objective
PIU	Project Implementation Unit
SCD	Systematic Country Diagnostic
STEP	Systematic Tracking of Exchanges in Procurement
ToC	Theory of Change



TABLE OF CONTENTS

DATA SHEET i

I. PROJECT CONTEXT AND DEVELOPMENT OBJECTIVES.....1

A. CONTEXT AT APPRAISAL 1

Context1

Theory of Change (Results Chain)3

Project Development Objectives (PDOs).....3

Key Expected Outcomes and Outcome Indicators4

B. SIGNIFICANT CHANGES DURING IMPLEMENTATION 5

Rationale for Changes and Their Implication on the Original Theory of Change.....6

II. OUTCOME.....7

A. RELEVANCE OF PDOs 7

B. ACHIEVEMENT OF PDOs (EFFICACY)..... 7

Assessment of Achievement of Each Objective/Outcome8

PDO 1: Improve learning conditions at the nursery level in select areas8

PDO 2: Increase use of technology-assisted learning at the primary level in select areas.....8

PDO 3: Improve functionality of the education management information system nationally9

Justification of Overall Efficacy Rating9

C. EFFICIENCY..... 9

Assessment of Efficiency and Rating.....9

Economic efficiency9

Implementation efficiency9

Justification of Overall Efficacy Rating10

D. JUSTIFICATION OF OVERALL OUTCOME RATING 10

E. OTHER OUTCOMES AND IMPACTS (IF ANY) 10

III. KEY FACTORS AFFECTED IMPLEMENTATION AND OUTCOME.....11

A. KEY FACTORS DURING PREPARATION 11

B. KEY FACTORS DURING IMPLEMENTATION 11

IV. BANK PERFORMANCE, COMPLIANCE ISSUES, AND RISK TO DEVELOPMENT OUTCOME12

A. QUALITY OF MONITORING AND EVALUATION (M&E) 12



B.	ENVIRONMENTAL, SOCIAL, AND FIDUCIARY COMPLIANCE	13
C.	BANK PERFORMANCE.....	14
D.	RISK TO DEVELOPMENT OUTCOME	15
V.	LESSONS AND RECOMMENDATIONS	16
	ANNEX 1. RESULTS FRAMEWORK AND KEY OUTPUTS	17
	ANNEX 2. BANK LENDING AND IMPLEMENTATION SUPPORT/SUPERVISION	22
	ANNEX 3. PROJECT COST BY COMPONENT.....	24
	ANNEX 4. EFFICIENCY ANALYSIS	25
	ANNEX 5. BORROWER, CO-FINANCIER AND OTHER PARTNER/STAKEHOLDER COMMENTS	27
	ANNEX 6. SUPPORTING DOCUMENTS (IF ANY).....	28



DATA SHEET

BASIC DATA

Product Information

Operation ID P174244	Operation Name Guyana Education Sector Program Project
Product Investment Project Financing (IPF)	Operation Short Name Guyana ESPIG
Operation Status Closed	Approval Fiscal Year 2021
Current ESRC Moderate	

CLIENTS

Borrower/Recipient Co-operative Republic of Guyana	Implementing Agency Ministry of Education
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DEVELOPMENT OBJECTIVE

Original Development Objective (Approved as part of Approval Package on 17-Jun-2021)

The objective of the Project is to: (i) improve learning conditions at the nursery level in select areas; (ii) increase use of technology-assisted learning at the primary level in select areas, and (iii) improve functionality of the education management information system nationally.

FINANCING

Financing Source	Original Amount (US\$)	Revised Amount (US\$)	Actual Disbursed (US\$)
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World Bank Administered Financing	6,700,000.00	6,700,000.00	6,700,000.00
TF-B5951	6,700,000.00	6,700,000.00	6,700,000.00
Total	6,700,000.00	6,700,000.00	6,700,000.00

RESTRUCTURING AND/OR ADDITIONAL FINANCING

Date(s)	Type	Amount Disbursed (US\$M)	Key Revisions
02-Apr-2024	Portal	6.70	<ul style="list-style-type: none"> • Components • Results • Disbursement Estimates • Loan Closing Date Extension • Implementation Schedule

KEY DATES

Key Events	Planned Date	Actual Date
Concept Review	17-Sep-2020	09-Nov-2020
Decision Review	14-Dec-2020	14-Dec-2020
Authorize Negotiations	04-Jun-2021	04-Jun-2021
Approval	18-Jun-2021	17-Jun-2021
Signing	02-Jul-2021	02-Jul-2021
Effectiveness	02-Jul-2021	02-Jul-2021
Restructuring Sequence.01	Not Applicable	02-Apr-2024
Mid-Term Review No. 01	22-Jan-2024	22-Jan-2024
Operation Closing/Cancellation	31-Mar-2025	Automatically populated from Loans System
ICR/NCO	30-Sep-2025	--

RATINGS SUMMARY

Outcome	Bank Performance	M&E Quality
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Satisfactory	Satisfactory	Substantial		
ISR RATINGS				
No.	Date ISR Archived	DO Rating	IP Rating	Actual Disbursements (US\$M)
01	14-Oct-2021	Satisfactory	Satisfactory	0.00
02	27-Apr-2022	Satisfactory	Moderately Satisfactory	1.20
03	23-Nov-2022	Satisfactory	Moderately Satisfactory	1.23
04	09-Jun-2023	Moderately Satisfactory	Moderately Satisfactory	4.31
05	21-Dec-2023	Moderately Satisfactory	Moderately Satisfactory	4.31
06	26-Jun-2024	Moderately Satisfactory	Moderately Satisfactory	6.70
07	12-Mar-2025	Moderately Satisfactory	Moderately Satisfactory	6.70

SECTORS AND THEMES

Sectors

Major Sector	Sector	%	Adaptation Co-benefits (%)	Mitigation Co-benefits (%)
FY17 - Education	FY17 - Early Childhood Education	12	0	0
	FY17 - Other Education	2	0	0
	FY17 - Primary Education	36	0	0
	FY17 - Public Administration - Education	28	0	0
	FY17 - Tertiary Education	22	0	0

Themes

Major Theme	Theme (Level 2)	Theme (Level 3)	%
FY17 - Human Development and Gender	FY17 - Disease Control	FY17 - Pandemic Response	94
	FY17 - Education	FY17 - Access to Education	33



		FY17 - Education Facilities	66
		FY17 - Education Financing	64
		FY17 - Standards, Curriculum and Textbooks	72
		FY17 - Student Assessment	51
		FY17 - Teachers	88
	FY17 - Gender		64
	FY17 - Labor Market Policy and Programs	FY17 - Skills Development	69

ADM STAFF

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ICR Main Contributor		Silvia Guallar Artal



I. PROJECT CONTEXT AND DEVELOPMENT OBJECTIVES

A. CONTEXT AT APPRAISAL

Context

- 1. At project preparation, Guyana had made remarkable progress in terms of access and public spending on education, but learning outcomes remained low.** Guyana had achieved near-universal primary education enrollment, was rapidly expanding access to secondary education and had a relatively high enrollment in nursery (pre-primary level). Additionally, public expenditure on education as a share of GDP and education spending out of total spending showed an upward trend, placing the country in line with international norms and higher than in most regional peers. However, such improvements didn't translate into better learning outcomes. Both international and national examinations revealed low levels of learning across the education system. According to the Human Capital Index, the average Guyanese student was expected to complete 12.2 years of schooling in 2020, but this was equivalent to only 6.8 years of learning, as expressed in the Learning-Adjusted Years of School.
- 2. The challenges in supporting the development of foundational skills for Guyanese students started in the early years and compounded throughout schooling.** The quality of nursery education was low—as a result of an outdated curriculum, pedagogical practices and teaching materials—and inequitable, with significant disparities in access and quality of instruction between regions and urban and rural areas. This translated into low level of school readiness and ill-prepared primary education students. In addition, the quality of education at the primary level was constrained by teachers' limited qualifications and capacity to teaching at the right level, particularly in areas where students were already vulnerable, such as the hinterlands, which further exacerbated inequities. On top of that, learning outcomes were at risk of weakening even further due to the school closures at the national level that started on April 9, 2020, to mitigate the COVID-19 outbreak, which resulted in over 169,743 children out of school at appraisal.¹ Finally, the limited ability of the Ministry of Education (MoE) to collect, analyze and use school-level data to improve sector planning and policymaking was a constraint for an effective and efficient management of the system to support learning.
- 3. In this context, the Bank was asked to support the GoG in addressing some of these critical challenges, which fully aligned with the priorities of Guyana's Education Sector Plan (ESP) 2021-2025.** The ESP set five priorities: (i) improving governance and accountability; (ii) improving performance at all levels; (iii) improving the efficiency of the education system; (iv) reducing inequities in education; and (v) contributing to lifelong learning and employability. The Project aimed at assisting the GoG in achieving these goals by focusing on improving performance at the pre-primary and primary level, supporting management of the system to improve governance and increase efficiency, and targeting vulnerable students to reduce inequities, all of which would contribute to lifelong learning and employability for students. Additionally, the project directly supported the objective "setting up the foundations for high-quality education" set in the World Bank Group's Country Engagement Note (CEN) for the period FY16-18 (Report No. 94017-GY) and was aligned with the recommendations of the Systematic Country Diagnostic (SCD), presented to the Board on November 25, 2020 (Report No. 135127-GY), related to supporting education quality improvement at all levels as a necessary precursor to economic growth.

¹ Effective November 9, 2020, the MoE began a phased reopening of public schools, with grade 10-12 students returning to school based on a rotation schedule and restricted timetables. All practical instruction and technical vocational educational centers were also reopened. However, the nursery and primary levels didn't reopen until September 2021, and the secondary level until November 2021, with number restrictions and schedule rotations. On April 25, 2022, all public schools fully reopened for everyday in-person learning at all levels.



4. **Lastly, and critical, by focusing on the pre-primary and primary sub-sectors and the Education Management and Information System (EMIS), the Guyana Education Sector Program Project (GESPP) added to and complemented the activities supported by the then-ongoing education Projects in Guyana:**

- The Guyana Secondary Education Improvement Project (GSEIP, (P147924, Credit No. 5473-GY, approved on June 4, 2014)), financed by an International Development Association (IDA) credit of US\$23.5 million equivalent, had begun to explore the use of technology to support learning and teaching at the right level for students through the use of smart classrooms and tablets at the secondary level and had piloted an EMIS at the secondary level, which was being used in select schools to record student and staff attendance and assessment data. GESPP planned to pilot the use of tablets and smart classrooms at the primary level, to test technology-assisted learning with younger students and improve their transition to the secondary level; and to scale-up the data collection efforts for the EMIS across all educational levels and nationwide, incorporating the lessons learned during the implementation of GSEIP.
- The Guyana Education Sector Improvement Project (GESIP (P159519, Credit No. 6009-GY, approved on April 28, 2017)), financed by an International Development Association (IDA) credit of US\$13.3 million equivalent, supported the revision of the curriculum across all grade levels. GESPP would support the implementation of the renewed curriculum with teacher training at the nursery level and the distribution of textbooks and other learning materials.

5. **The Project was financed by a Global Partnership for Education (GPE) Education Sector Plan Implementation Grant (ESPIG).** The World Bank was selected as the Grant Agent for the Project by the MoE to support the design, implementation, and monitoring of the Project, providing fiduciary and technical oversight and support throughout its life. The selection of the World Bank as the Grant Agent given the strong existing portfolio was a testament to the significant and well-functioning collaboration between the MoE and the World Bank.



Theory of Change (Results Chain)

6. The results chain for the Project, as presented in the Project Appraisal Document (PAD), is demonstrated below:

		Input / Intervention	Intermediate Outcomes	Project Development Outcomes	Long-term Outcomes
Component 1	1.1 Teacher training in nursery levels 1 and 2	-Training programs teachers and school leaders. -Continuous support to teachers through mentorship and classroom observations using Teach.	-Teachers and school leaders improve instructional approach and teach in accordance with the new curriculum based on new skills & knowledge. - Teachers and home caregivers engage children with age-appropriate materials - Caregivers are informed and engage children at home with grade-appropriate and curriculum-aligned approaches supporting in school learning	-Improve learning conditions at the Nursery level in targeted areas (Percentage of school teachers meeting standards in student-centered teaching practices at the nursery level)	<p>At the individual level: Improved learning outcomes, improved transition rates from nursery to primary education, increased college attendance, employment and earnings (Gertler et al., 2014; Heckman et al., 2010; F.A. Campbell et al., 2002; Heckman et al., 2010a).</p> <p>At the country-level: -More productive labor force. -Increased quality of education. -Reduction of dropout rates and criminal activities (Heckman and Masterov, 2007; Schweinhart et al., 2005). -Improved instruction in remote areas (Banerjee et al., 2007). -Improved effectiveness of public spending in education (Abdul-Hamid H., 2017).</p>
	1.2. Provision of learning materials	-Provision of learning materials to teachers and caregivers			
	1.3. Caregiver education to support home-based learning	-Training for primary caregivers through “parenting circles” on early childhood education.			
Component 2	2.1. Tablets to support mathematics and literacy learning	-Provision of tablets at grade 4. -Pedagogical and technical teacher training -Classroom visits offering guidance and support on the use of technology tools to teachers.	-Student’s motivation and attendance increase by new technology at school (Banerjee et al., 2007). -Improved learning environment at home (Attansio, O. et al., 2018). -Personalized, self-paced learning -Enhanced teaching practices incl teaching at the right level -Improved access to enhanced teaching for hinterland students	-Increase use of technology-assisted learning at the Primary level in targeted areas measured through pre and post assessments (Percentage of students using educational technology at the primary level)	
	2.2. Smart classrooms to support learning	-Provision of smartboards, tablets, and projectors. -Teachers training on Smart Classroom operation.			
Component 3	3.1. Support to national EMIS	- EMIS modules updated - EMIS hardware procured -Training on EMIS operation targeting teachers, school and MOE staff.	- Administrators and teachers able to collect and upload data - Data stored appropriately -Data can be aggregated and manipulated -Reports and dashboard created. -Data available on an accessible platform. -Decision makers use statistical reports to inform effective policy and planning. -Project is well managed and implemented appropriately.	-Improve functionality of the education management information system nationally. (Number of yearly visitors to dashboards produced using the EMIS data)	
	3.2. Project management, monitoring and evaluation	Finance project management, monitoring and evaluation, including auditing activities.			

The logic of the results chain of the Project is clear and well-supported by evidence in the literature. For further details, see Annex 2 of the Project Appraisal Document (PAD).

Project Development Objectives (PDOs)

7. The objectives of the Project were to: (i) improve learning conditions at the nursery level in select areas; (ii) increase use of technology-assisted learning at the primary level in select areas, and (iii) improve functionality of the education management information system nationally.



Key Expected Outcomes and Outcome Indicators

- 8. Progress towards meeting the PDO would be measured by three outcome indicators:
 - Percentage of school teachers meeting standards in student-centered teaching practices at the nursery level
 - Percentage of students using educational technology at the primary level
 - Number of visitors to EMIS monitoring dashboard
- 9. Progress towards meeting Intermediate Results would be measured by thirteen Intermediate Results Indicators (IRIs):

Component 1 – Improving Learning Conditions at the Nursery level	Component 2 – Promoting Technology-Assisted Learning at the Primary level	Component 3 – Strengthening Institutional Capacity and Project Management
<p><i>Subcomponent 1.1</i></p> <ul style="list-style-type: none"> • Number of teachers trained at nursery level <p><i>Subcomponent 1.2</i></p> <ul style="list-style-type: none"> • Number of students at nursery level in Region 1, 7, 8 and 9 that have received learning material <p><i>Subcomponent 1.3</i></p> <ul style="list-style-type: none"> • Number of caregivers trained in Regions 1 and 7 	<p><i>Subcomponent 2.1</i></p> <ul style="list-style-type: none"> • Number of students at primary level provided with tablets equipped with learning software • Number of teachers trained in use of tablets <p><i>Subcomponent 2.2</i></p> <ul style="list-style-type: none"> • Number of smart classrooms to support learning established • Number of teachers trained in use of smart classrooms 	<p><i>Subcomponent 3.1</i></p> <ul style="list-style-type: none"> • Number of schools that can upload data into EMIS • Statistical Report on primary and secondary level data produced using the EMIS data <p><i>Subcomponent 3.2</i></p> <ul style="list-style-type: none"> • Gender parity index in math scores in the technology-assisted pilot schools • Students benefiting from direct interventions to enhance learning (total and female) • Survey of participant satisfaction administered, and feedback addressed • Direct beneficiaries (total and female)

Components

- 10. **Component 1: Improving Learning Conditions at the Nursery level (original allocation: US\$2.3 million, actual expenditure: US\$2.3 million).** This component aimed to improve teaching and learning conditions at the nursery level in both schools and homes to increase school readiness in the long term. It included three subcomponents.
 - *Subcomponent 1.1:* Provision of teacher training on the new curriculum for all teachers and school administrators in Nursery 1 and 2. Training would be coupled with follow-up mentorship and classroom observation using the open source Teach Early Childhood Development tool, to measure the improvement in teaching practices.
 - *Subcomponent 1.2:* Distribution of accompanying age-appropriate play-based learning materials for all children at the Nursery level 1 and 2 in Regions 1, 7, 8, 9.
 - *Subcomponent 1.3.* Provision of primary caregiver education through 10 “parenting circles” in Regions 1 and 7, to strengthen parenting awareness, knowledge, and skills in support of children’s emerging literacy and numeracy.



11. **Component 2: Promoting Technology-Assisted Learning at the Primary level (original allocation: US\$2.5 million, actual expenditure: US\$1.7 million).** This component aimed to increase the use of technology at the primary level to supplement teaching and support student learning in foundational skills in mathematics and literacy. It included two subcomponents.

- *Subcomponent 2.1:* Provision of tablets equipped with learning software to Grade 4 students in selected schools to support technology-assisted learning in mathematics and literacy.
- *Subcomponent 2.2:* Equipment of 10 selected Grade 4 classrooms as Smart Classrooms² to support technology-assisted learning.

12. **Component 3: Strengthening Institutional Capacity and Project Management (original allocation: US\$1.9 million; actual expenditure: US\$2.7 million).** The objective of this component was to support the management of the education system through better data and support Project management. It included two subcomponents.

- *Subcomponent 3.1:* Development and roll-out of an integrated EMIS at the national level covering nursery, primary and secondary education.
- *Subcomponent 3.2:* Carrying out of Project management, monitoring and evaluation (M&E), including Project audits.

B. SIGNIFICANT CHANGES DURING IMPLEMENTATION

13. **The Project underwent one level II restructuring in March 2024. A summary of the changes and their rationale follows.**

Revised PDOs and Indicators

14. **Although the PDOs did not experience any change throughout the lifetime of the Project, the definitions of all three PDO indicators were revised to clarify how progress should be monitored, based on the lessons learned during the first year of implementation.** Moreover, PDO 1 “Percentage of school teachers meeting standards in student-centered teaching practices at the nursery level” experienced two additional changes: (i) the baseline was set with the results of the data collected using the TEACH ECE tool; (ii) the final target was updated to maintain the original ambition for this indicator.

Revised Components

15. **The restructuring adjusted the budget allocation across components and subcomponents, to reflect several modifications among Project activities, as follows:**

- **Component 1:** the parenting circles foreseen under subcomponent 1.3 were cancelled, as they were no longer a priority for the MoE, and the unused funds from this activity (US\$264,311) were reallocated to subcomponent 1.2., allowing the scale-up of the distribution of learning materials to Region 2.
- **Component 2:** the total allocation for this component was reduced by US\$810,000 to reflect the savings in the purchase of tablets to support mathematics and literacy (subcomponent 2.1).
- **Component 3:** the savings from component 2.1 were reallocated to subcomponent 3.1 to purchase and distribute tablets to 426 additional schools to aid in the rollout of EMIS.

² The equipment of the Smart Classrooms would include smartboards, tablets, and projectors.



16. The original and new budget allocation across components and subcomponents is presented in the table below:

	Original budget (US\$)	Budget after restructuring (US\$)
Component 1	2,285,360	2,285,360
Subcomponent 1.1	1,467,860	1,467,860
Subcomponent 1.2	540,000	804,311
Subcomponent 1.3	277,500	13,189
Component 2	2,534,360	1,724,360
Subcomponent 2.1	2,449,103	1,639,103
Subcomponent 2.2	85,257	85,257
Component 3	1,880,280	2,690,280
Subcomponent 3.1	1,353,600	2,163,600
Subcomponent 3.2	526,680	526,680

Other Changes

17. The restructuring also approved a nine-month extension of the Project’s closing date (from June 30, 2024, to March 31, 2025³) and the corresponding revision of the disbursement estimates and implementation schedule.

18. Finally, the results framework was also modified, to reflect all the above-mentioned changes and clarify how progress on some IRIs should be monitored, as follows:

- The end target date for all indicators was changed from June 30, 2024, to March 31, 2025, with intermediate targets to be achieved in 2024 (in addition to 2023), to reflect the extension of the closing date and the revised implementation schedule.
- The PDO indicators were revised, as explained above.
- The name and definition of IRI 2 “number of students at nursery level in Region 1, 7, 8 and 9 that have received learning material” was amended, to reflect the scale-up of this activity to Region 2 and clarify that textbooks were part of the learning materials.
- IRI 3 “Number of caregivers trained in Regions 1 and 7”, aimed at tracking progress of the parenting circles, was deleted to reflect the cancellation of this activity.
- The end target for IRI 8 “Number of schools that can upload data into the EMIS” was upwardly revised from 574 to 1000 schools, to reflect the scale-up of this activity.
- The definition, baseline and target of the IRI 10 “gender parity index in math scores in the technology-assisted pilot schools” were revised for accuracy.

Rationale for Changes and Their Implication on the Original Theory of Change

19. The rationale for changes was to (i) update the definition of the PDO indicators, as committed in the PAD (see *M&E design* for more information); (ii) adjust some of the Project activities to reflect their evolution during implementation with respect to what was originally planned at appraisal; and (iii) allow for sufficient time to complete the Project activities and document results, to compensate the initial implementation delays, discussed below in *Section III. Key Factors that Affected Implementation*. It is worth highlighting that the changes approved in the restructuring did not affect the original ToC—its underlying logic remained unchanged and pertinent—nor did it impact the originally expected project outcomes and their targets.

³ See *Key Factors During Implementation* for more details.



II. OUTCOME

A. RELEVANCE OF PDOs

Assessment of Relevance of PDOs and Rating

20. **The Relevance of the Project is assessed to be High.** The Project objectives of supporting quality improvements in Nursery and Primary education, and enhancing the management of the education system, remained relevant and aligned with the priorities of the GoG and World Bank strategy throughout the life of the Project.

21. **The Project was relevant at appraisal.** The Project supported all five priorities of the ESP 2021-2025: (i) by focusing on improving the learning conditions at the nursery and primary levels with the activities planned under component 1 and 2, the Project directly contributed to the ESP's priority "improving performance at all levels" (priority 2); (ii) the distribution of learning materials and education technology targeted the most vulnerable regions aimed at reducing inequities in education (priority 4); (iii) ensuring a good start in the education system for all children is key to promoting lifelong learning and employability (priority 5); and (iv) the development of the EMIS aimed at improving the governance, accountability and efficiency of the education system (priorities 1 and 3). Additionally, it contributed to the GoG COVID-19 efforts to support learning continuity and recovery through online and non-online modalities, depending on the evolution of the pandemic and the context of the child. Moreover, the Project was fully consistent with the World Bank Group's CEN for the period FY16-18 and SCD, which highlighted the importance of setting up the foundations for high-quality education as a necessary precursor to economic growth. Finally, the Project was aligned with the previous and then-ongoing Bank projects in Guyana, building on them towards Guyana's education objectives.

22. **The Project remains relevant at closing.** The ESP 2021-2025 continues to be the strategic document guiding the GoG's priorities for the education sector. Additionally, the Project contributes to World Bank's Guyana Country Partnership Framework for FY23-26 (Report No. 168273-GY), in particular to the first of three High Level Outcomes, "Improved Human Capital" and its objective "Improve Education Quality at the Nursery and Primary Levels". Finally, the World Bank's Guyana Education Public Expenditure Review (2021) makes six recommendations, of which two align directly with the objectives of the Project.⁴

B. ACHIEVEMENT OF PDOs (EFFICACY)

23. **The PDO statement includes three main objectives:** (i) improve learning conditions at the nursery level in select areas; (ii) increase use of technology-assisted learning at the primary level in select areas, and (iii) improve functionality of the education management information system nationally. The Project's efficacy is assessed for each objective separately, based on the results of the PDO and intermediate indicators designed to track their progress.

⁴ Recommendation 1, *Strategically increase expenditures for nursery, primary, and secondary education in a fiscally sustainable manner*, highlights the need to focus new investments in nursery and primary education on improving quality, particularly for the hardest-to-reach rural and remote areas. Additionally, the EMIS has the potential to contribute to recommendation 6, *Strengthen capacities to monitor public investment in education*.



Assessment of Achievement of Each Objective/Outcome

PDO 1: Improve learning conditions at the nursery level in select areas

24. **This objective was achieved, as the target was surpassed.** As a result of the training in the new nursery curriculum and follow-up coaching and mentorship visits, the percentage of observed teachers meeting minimum standards in teaching practices has gradually increased over time, reaching 74 percent in the last round of classroom observations using the TEACH ECE tool, surpassing the end target of 70 percent.

25. **The activities included under Component 1, Improving Learning Conditions at the Nursery level, which directly supported the achievement of PDO indicator 1, surpassed their original ambition.** The Project managed to train all the nursery teachers in government schools, even expanding the teacher training to 200 nursery teachers in private schools, initially out of scope, using the savings generated during the implementation of this activity (IRI 1 surpassed). Teachers' satisfaction with the new curriculum and training, gathered informally during field visits and through surveys, is positive overall, with teachers sharing experiences of more engaged and independent students following the change in teaching methodology. Additionally, more than 2,000 classroom observations using the TEACH ECE tool and a total of 1,486 follow-up mentorship visits were conducted throughout the lifetime of the project.

26. **Complementary to the teacher development activities, the distribution of textbooks and age-appropriate play-based learning materials (IRI 2) almost tripled the original target, benefitting nearly 15,000 students in Regions 1, 2, 7, 8 and 9.** Although Region 2 was not originally targeted, it was included during the Project restructuring with the funds originally planned for the parenting circles, an activity that was cancelled as it was no longer considered a priority for the MoE.

27. **Finally, the Project also printed 15,000 brochures and posters on Nursery readiness** that were distributed by the Ministry of Human Services in pre-schools and other areas of high-traffic social interactions and by the Ministry of Health in health posts and health centers, especially in pre-natal and child health clinics.

28. **It is worth noting that Component 1 leaves a significant legacy, having strengthened both the effectiveness of nursery teachers and student engagement.** It has also led to the institutionalization of the TEACH ECE tool, adapted to the Guyanese context, which will continue to be implemented nationwide, strengthening the MoE's capacity to support and coach nursery teachers in improving their instructional practices.

PDO 2: Increase use of technology-assisted learning at the primary level in select areas

29. **This objective was substantially achieved.** As of June 2025, 58 percent of the students having received tablets were using the device for 10 hours per week, which implies that, shortly after Project closing, the PDO 2⁵ target of 60 percent was almost achieved in terms of coverage and surpassed in terms of usage. Additionally, the second activity included under component 2, Promoting Technology-Assisted Learning at the Primary level, aiming at supporting technology-assisted learning by equipping 10 pilot Grade 4 classrooms as Smart Classrooms (with smartboards, tablets, and projectors) was completed successfully. All 10 classrooms were equipped between January 2024 and January 2025 (IRI 6 met) and 280 teachers were trained in their use, far exceeding the original target of 30 teachers (IRI 7).

30. **It is important to highlight that the two activities under Component 2 are highly relevant, as they have allowed for the piloting and testing of approaches on how to improve instruction at the primary level by integrating**

⁵ Percentage of students who received tablets and used the software for a minimum of 4 hours per week.



technology. The lessons learnt from the implementation of Project-supported pilots will inform the MoE's National Digital Education Plan — including an all-encompassing EdTech policy, which is currently being developed.

PDO 3: Improve functionality of the education management information system nationally

31. **This objective was achieved.** The EMIS was officially launched in October 2023 and, since then, it has played a pivotal role in modernizing education data collection and management processes in Guyana. At the national level, the Project trained teachers and clerks from 1,348 schools, providing them also with manuals and video tutorials to ensure a standardized and accurate data entry. Additionally, to facilitate real-time data entry, 1,148 tablets preloaded with the EMIS software were distributed. By project closure, 1,006 schools have successfully recorded and uploaded their school data directly to the EMIS (IRI 8 met) and three reports with data on primary and secondary education have been produced using the EMIS information (IRI 9 met). A significant improvement in the EMIS during Project implementation is its ability to capture individual-level data for both students and staff, which was not possible before. Finally, the dashboard has been developed and is available to education practitioners, with 1,520 unique visitors to date, far surpassing the PDO 3 target of 300 visitors. Consequently, the Project has successfully contributed to strengthening the functionality of the EMIS nationally. Looking ahead, continued efforts by the GoG to enhance data quality assurance and to further promote the effective use of EMIS data in decision-making will help sustain and build on these achievements.

Justification of Overall Efficacy Rating

32. **The overall achievement of the PDOs is rated *Substantial*,** as the operation almost fully achieved its objectives (intended outcomes).

C. EFFICIENCY

Assessment of Efficiency and Rating

Economic efficiency

33. **The Project's economic efficiency at completion is consistent with the estimates made at appraisal.** A cost-benefit analysis was included in the original PAD, which estimated that the project's internal rate of return (IRR) would be 10 percent with a Net Present Value (NPV) of US\$18.5 million (using a 5 percent discount rate). When recalculating that analysis with revised figures that take into account a) the actual number of beneficiaries, b) actual spending over time, as well as c) an economic life of 3 years for the tablets, 5 years for the smart classrooms and 10 years for the nursery teacher training, the IRR is 11 percent with a NPV of US\$13.5 million (see Annex 4). These results are in line with those initially calculated in the PAD. It is worth mentioning that both at appraisal and at completion the economic benefits from supporting the development of a functional EMIS at the national level (component 3) were not included in the analysis due to the difficulty of measuring and assigning the activity an economic value. Therefore, the economic analysis covers 60 percent of the Project's total grant amount⁶.

Implementation efficiency

34. **Overall, the project was successfully implemented, with several activities exceeding the original scope despite some delays.** The Project was mostly implemented as designed with minor adjustments. The savings generated during

⁶ The budget for component 3 at appraisal was lower, as explained in Significant Changes During Implementation, and therefore the economic analysis covered 72 percent of the Project's total grant amount.



teacher training activities enabled their extension to an additional 200 nursery teachers from private schools that were initially outside the Project’s scope. Similarly, cost efficiencies in the procurement of tablets intended to promote technology-assisted learning in primary schools allowed for the purchase and distribution of additional devices to support the rollout of the EMIS in a greater number of schools. Although implementation delays led to a nine-month extension of the Project closing date (see *Key Factors During Implementation* for more details), which affected implementation efficiency, the extension did not result in increased project management costs, which remained at 8 percent of the total Project cost, as originally planned. Finally, fiduciary implementation was also satisfactory, as discussed in the *Environmental, Social and Fiduciary compliance* section.

Justification of Overall Efficacy Rating

35. **The Project’s efficiency is consistent with the expectation for operations in the education sector and is therefore rated as *Substantial*.**

D. JUSTIFICATION OF OVERALL OUTCOME RATING

36. **The overall outcome is *Satisfactory* based on High Relevance, Substantial Efficacy, and Substantial Efficiency.**

Overall outcome rating			
Sub-indicators			Overall outcome rating
Relevance	Efficacy	Efficiency	
High	Substantial	Substantial	Satisfactory

E. OTHER OUTCOMES AND IMPACTS (IF ANY)

Gender

37. **In addition to promoting learning through the use of education technology, subcomponent 2.1 also aimed to advance gender equality.** At Project appraisal, a gender gap was identified: girls outperformed boys in their achievement in mathematics in the Grade 6 national exams (44 percent versus 37 percent, respectively, in 2019). To help narrow this gap, the Project designed two interventions: (i) including gender-informed motivational and engagement strategies for increasing participation and performance of boys in mathematics in the teacher training, and (ii) leveraging tablets for self-paced learning—an approach shown in the literature to particularly benefit students who start at a disadvantage, thus supporting boys in catching up.

38. **To track progress in closing the gender achievement gap, the Project conducted pre- and post-tests in mathematics as part of the tablet program, disaggregating the results by gender (monitored through IRI 10).** Although the target for IRI 10 was met⁷, the results cannot be confidently attributed to the Project, as the assessment is based on a small sample and a short implementation period⁸, limiting the robustness of the findings. The software used for the tablets will continue to measure progress in mathematics, including differentiating results by gender allowing teachers to incorporate gender differentiated learning approaches.

⁷ The gender parity index in math scores in the technology-assisted pilot schools by project closure was 0.98.

⁸ Over a 6-week period, 350 students participated in this study.



Institutional Strengthening

39. **The Project has substantially contributed to the institutional strengthening of Guyana’s education sector:**

- The Project supported the adaptation of the TEACH ECE classroom observation tool to the Guyanese context and certified local enumerators in its use. As a result, the MoE now has in-country capacity to continue using the tool to monitor and improve teaching practices beyond the Project’s closure and has expressed its willingness to do so.
- The Project’s support to the development and rollout of an integrated EMIS at the national level has enhanced the MoE’s capacity to collect, manage, and utilize data for evidence-based decision-making. Therefore, the EMIS has the potential to improve planning, monitoring, and resource allocation across the system, while strengthening its governance and accountability.
- As mentioned in the Efficacy section, the lessons learned from the Project-supported pilots using tablets and smart classrooms to enhance learning will inform the MoE’s National Digital Education Plan, including an all-encompassing EdTech policy, which is currently being developed.

Poverty Reduction and Shared Prosperity

40. **By supporting improvements in education quality and targeting some of the interventions to vulnerable students, the Project has contributed to the World Bank’s twin goals.** The activities implemented under this Project aimed at improving the quality of nursery and primary education, thus contributing to human capital development, which was identified by the SCD as a key challenge for inclusive growth and poverty reduction in Guyana. Additionally, the targeting of activities under Subcomponent 1.2 and Component 2 was guided by vulnerability criteria to ensure that the interventions primarily benefited the students most in need. Finally, self-paced learning, supported by the tablets, has larger benefits for students who are behind and, therefore, promotes student learning convergence.

III. KEY FACTORS AFFECTED IMPLEMENTATION AND OUTCOME

A. KEY FACTORS DURING PREPARATION

41. **The GoG strong commitment to the Project and its development objectives, along with the World Bank’s longstanding support to Guyana’s education sector were key during Project preparation.** As outlined in the *Relevance of PDO* section, the Project was fully aligned with the ESP 2021-2025 and directly addressed its priorities. It was also strategically designed to complement and build upon ongoing initiatives, leveraging the World Bank’s deep understanding of Guyana’s education sector, built through its longstanding partnership with the MoE and the GoG. Such partnership also ensured a robust and well-structured project design, despite the need to prepare the Project remotely due to COVID-19 travel restrictions. Overall, these design factors had a strong net-positive effect on Project implementation.

B. KEY FACTORS DURING IMPLEMENTATION

42. **The Project was mostly implemented as designed, with minor adjustments, although with some delays.** The Project’s overall execution deviated from the timeframe envisaged at approval due to delays caused by several factors, which compounded over time and translated into a nine-month extension of the Project’s closing date to allow for sufficient time to complete the Project activities.

43. **First, although the Project was approved on June 17, 2021, and declared effective on July 2, 2021, the Project Coordinator (PC) was only hired on April 6, 2022.** Shortly after the PC was onboarded, the remaining Project



Implementation Unit (PIU) positions were also filled. However, for the ten months that the Project lacked a full-fledged PIU, implementation progress was negligible.

44. Second, the Project experienced delays in key procurement activities, primarily due to the lengthy process of preparing the procurement documents at an early stage of Project implementation. These delays were driven by the late receipt and validation of technical, environmental, and social safeguard inputs, which resulted from staffing shortages within both the PIU and the MoE. A small team was responsible for overseeing a large portfolio of Bank- and non-Bank-financed operations and activities, creating a bottleneck that slowed overall project execution.

45. There were also delays outside of the Project’s control. The school closures in response to the COVID-19 pandemic caused delays in the implementation of the TEACH classroom observation tool at the Nursery level to establish the baseline for the PDO indicator 1. Additionally, the implementation of subcomponent 2.1 was negatively impacted by supply chain issues (essentially linked to delays in the Panama Canal), teachers' strike that lasted two academic terms and a bid protest in the procurement of the tablets. As a result, the tablets for both teachers and students only reached the final recipients at the end of August 2024, which didn’t allow for sufficient time to observe the expected increase in the use of technology-assisted learning. Finally, the installation of smart classrooms (subcomponent 2.2) relied on counterpart funding to build or renovate the room to accommodate the equipment and, therefore, delays in the procurement of contractors for these works hindered progress in this component.

IV. BANK PERFORMANCE, COMPLIANCE ISSUES, AND RISK TO DEVELOPMENT OUTCOME

A. QUALITY OF MONITORING AND EVALUATION (M&E)

M&E Design

46. The Project’s Results Framework was clear and logically structured, featuring three PDO Indicators that directly aligned with the PDOs. To measure progress toward these objectives, three specific outcomes were identified during project preparation: (i) improved pedagogical practices at the nursery level, (ii) increased use of tablet-based learning software in primary education, and (iii) increased access to the data processed through the EMIS. At the time of appraisal, none of these outcomes could be measured using existing tools. In response, the appraisal team effectively identified relevant and specific indicators that were both ambitious and realistically measurable during implementation. As a result, the definitions of all three PDO Indicators were intentionally left open, to be finalized during project implementation.

47. The IRIs were also well defined to monitor progress across the various Project activities. All Project subcomponents were appropriately mapped to IRIs designed to track the outputs of their respective activities. These indicators were well defined, with baselines and targets, measurement methodology, data source, frequency, and responsibility for collection. However, the IRIs could have been more ambitious by going beyond output tracking to also capture the coverage of activities, which would have provided a better understanding of the Project’s impact.⁹ This is considered a minor shortcoming. Lastly, the indicator intended to measure the gender gap in mathematics performance had an unclear definition, which is also considered a minor shortcoming.

⁹ For example, IRI 1 tracked the number of teachers trained by the Project at the nursery level but not the percentage of the total universe of teachers this number represents.



M&E Implementation

48. **The MoE's Planning Unit, supported by the M&E Officer within the PIU, was responsible for project monitoring and evaluation.** It forwarded Quarterly and Annual Progress Reports to the Bank, which included progress toward targets described in the Results Framework and report on students-centered teaching practices and the use of education technology in Mathematics and English. The Planning Unit also participated in the formal implementation supervision missions along with Bank supervision teams, to track progress in achieving Project outcomes. In total, 7 Implementation Status and Results Reports (ISR) and six interim Aide-Memoires documented the progress during the supervision missions. As a minor shortcoming, when the Project was restructured the target for IRI 2 should have been updated to reflect the scale-up of the distribution of learning materials to schools in Region 2.

M&E Utilization

49. **M&E data was primarily used to guide the implementation of the nursery teacher training program.** The training on the revised nursery curriculum was carried out in two phases. Initially, it was piloted in 100 nursery schools, allowing the MoE to gather valuable insights through field visits, a teacher survey, and classroom observations using the TEACH ECE tool. The recommendations extracted from the pilot—such as optimal number of coaching and mentoring sessions, the modules requiring greater emphasis, and the importance of incorporating local materials—were integrated into the national rollout of the training program.

50. **It is worth highlighting that the software installed on the tablets is capable of generating real time data that could have been used to inform and adjust the implementation of subcomponent 2.1, if there had been more time.** Due to the implementation delays described in the section *Key Factor during Implementation*, there wasn't enough time to extract lessons learned and recommendations on the use of tablets to improve learning at the primary level during Project implementation. However, the MoE has committed to review the use of the learning software (IXL) at the end of the academic year and implement the necessary adjustments for the next academic year.

Justification of Overall Rating of Quality of M&E

51. **The overall rating of M&E Quality is *Substantial*.** Despite the minor shortcomings described above, the data provided allowed for assessing achievement of the PDOs and adequately tracking implementation progress.

B. ENVIRONMENTAL, SOCIAL, AND FIDUCIARY COMPLIANCE

52. **Environment (including Safeguards).** At appraisal, the environmental risk was assessed as low as the Project did not involve construction or procurement heavy machinery, and the anticipated impacts were negligible. The main environmental consideration related to the management of e-waste generated through the distribution of tablets and smart classroom equipment. In line with ESS3 *Resource Efficiency and Pollution Prevention and Management*, the Project developed, consulted, and disclosed e-waste management guidelines, which included provisions encouraging procurement from manufacturers with Extended Producer Responsibility (EPR) policies. The Project was partially compliant with these guidelines as the PIU could not procure tablets and laptops from manufacturers that guarantee an EPR policy, as no providers in Guyana currently offer products under such a policy. However, other aspects of the E-Waste management guidelines were implemented.

53. **On the social side, the risk was assessed as moderate, primarily due to the potential for exclusion of Indigenous Peoples if their specific needs were not adequately considered in training and learning materials.** To mitigate this



risk, an Indigenous Peoples Planning Framework (IPPF) and an Environmental and Social Commitment Plan (ESCP) stating the requirements for the Project to comply with the applicable ESSs were prepared and disclosed prior to effectiveness. Additionally, the Project used the MoE's general Grievance Redress Mechanism (GRM), making it more accessible to Project-affected people through a one-stop solution. No complaints were made during the lifetime of the project. Finally, the submission of the Project's Semi-Annual Reports by the PIU was often delayed and incomplete, making it difficult to effectively monitor the implementation of the ESCP, particularly with regards to social aspects and to the implementation of the E-Waste Management Guidelines. Consequently, the Project's environmental and social performance is rated as *Moderately Satisfactory*.

54. Financial Management. Financial Management under the Project is rated Satisfactory. Annual audit reports were received on time and were of unqualified opinion since they revealed no significant irregularities. Reporting standards and protocols were deemed adequate, and Interim unaudited financial reports were submitted promptly and per established Bank procedures. The FM staff had adequate experience to carry out their required tasks effectively. The MoE maintained dedicated FM arrangements, with a project accountant managing responsibilities and receiving regular training. The World Bank conducted FM assessments and provided ongoing support, including recommending and helping implement mitigation measures for identified risks. External audits were conducted by the Audit Office of Guyana (the Supreme Audit Institution), which issued clean opinions, reflecting the project's adherence to financial controls. These efforts ensured the project's FM systems remained sound and responsive throughout implementation.

55. Procurement. Procurement under the Project is rated Satisfactory, reflecting significant progress made by the PIU in the final stages of implementation. Procurement performance was downgraded twice during the life of the Project, reaching Moderately Unsatisfactory in June 2024 due to implementation delays, lack of regular updates in the Systematic Tracking of Exchanges in Procurement (STEP) system, the absence of an adequate electronic and physical archiving procedure, and some weaknesses in the distribution and management of the tablets.¹⁰ However, the PIU has since made efforts to address these shortcomings. At Project closure, the PIU demonstrated good adherence to Bank procurement procedures and tools, having documented for the different procurement processes in STEP. This turnaround has been supported by the deployment of a STEP expert. Also, the Bank-funded Hands-on Expanded Implementation Support significantly enhanced PIU staff capacity, mainly in the preparation of bidding documents and evaluation reports. In addition, regular monthly follow-ups played a pivotal role in accelerating project implementation. These consistent reviews enabled the PIU to promptly identify and address bottlenecks, ensure compliance with procurement guidelines, and maintain momentum in the delivery of key project components. Moreover, the ongoing engagement fostered a collaborative environment between the PIU and the Bank's team, facilitating open communication and timely resolution of issues. This strengthened partnership not only improved operational efficiency but also contributed to building trust and shared accountability, ultimately supporting the successful achievement of project outcomes.

C. BANK PERFORMANCE

Quality at Entry

56. The Bank team designed a project that was aligned with Government priorities. The Project responded to the government's requirements as laid out in the ESP and had a coherent internal logic with a well-defined focus; it also

¹⁰ In addition to the challenges faced in procuring and distributing the tablets, in July 2024 a total of 91 devices were stolen from the PIU office. The incident is still under investigation, with a final resolution expected by September 30, 2025. Following this, the World Bank will assess the eligibility of the related expenditure. Nevertheless, the stolen tablets account for only about 1% of the total devices procured under the Project and were replaced using savings generated during the procurement process.



respected the capacity of the MoE. The design was based on good practices and contained pilots to test new ideas (such as in ICT-assisted learning for primary students, or the development of the TEACH ECE tool), which allowed for expanding the knowledge frontier on effective interventions to improve learning outcomes in the context of the Guyana education sector.

57. **The Project design included one minor shortcoming:** at appraisal, the time needed to establish a full-fledge PIU, which was a necessary precondition to ensure a smooth implementation, was underestimated.

Quality of Supervision

58. **The quality of supervision was sound, illustrated by the steady and eventually successful implementation of the Project.** Supervision missions took place approximately every six months, focusing on identifying and resolving issues. ISRs and Aide-Memoires described in detail how issues were identified as they arose. Additionally, during Project implementation a full-time education specialist was hired to reside in-country, which allowed the Bank to work even more closely with the client, ready to resolve challenges as they arise as expeditiously as possible. On top of that, the PIU's capacity to manage procurement processes was enhanced by the close and regular follow-up of procurement activities and contracts management, the deployment of a STEP expert and Bank-funded HEIS support. Finally, the Bank team organized a successful Mid-Term Review (MTR), that led to a timely Project restructuring. While the MTR was scheduled late in the project cycle, it was placed strategically after the lengthy teacher strike and the completion of important procurement activities (in particular, for technology-assisted learning) to assess the necessary time extension and adjustment in targets and adequately inform the preparation of the restructuring. The Bank team remained proactive, promptly documenting and proposing measures to address the implementation challenges.

Justification of Overall Rating of Bank Performance

59. **The overall performance of the Bank is rated *Satisfactory*.** The Bank team designed a relevant Project, well-suited to the client's needs, and worked effectively to supervise it.

D. RISK TO DEVELOPMENT OUTCOME

60. **The Risk to Development Outcome is low.** The Project was designed to ensure that its achievements would be sustained and could be expanded upon. As discussed in the *Institutional Strengthening* section above, many project initiatives are now anchored in the system and/or have served as the impetus for more significant sector strengthening regarding policy and plans, practices, and instruments.

61. **Risks that could detract from these achievements are conceivable but minimal considering the following:**

- *Financial:* the risk that Project achievements will not be sustained due to lack of funding is unlikely. Guyana's Government expenditure on education has steadily increased since 2010, representing 5.6 percent of the GDP in 2019, which is close to the OECD average and higher than most other Caribbean small states. Additionally, the education sector in Guyana is well supported by the Bank (a new Project targeting Secondary Education was approved in 2022 and "Improved Human Capital" is one of the three high level objectives of the CPF 2023-2026, confirming education as a priority in the Bank's engagement with the GoG) and several other donors.
- *Political:* the risk that Project achievements are compromised by a change of government or government priorities is unlikely. The general elections held on September 1, 2025, in Guyana resulted in a victory for the incumbent party, the People's Progressive Party/Civic (PPP/C), which should ensure political continuity. The PPP/C's 2025–2030 manifesto confirmed the party's commitment to delivering world-class education for all, with a strong



emphasis on promoting technology-assisted learning and strengthening school management and accountability through the EMIS.

- *Technical*: the risk that the Nursery curriculum would be revised is unlikely, while content may be updated, the investment in changing teaching practices cannot be revoked. It is also unlikely that the investment in EMIS would be compromised. In fact, the World Bank Education team, in collaboration with UNICEF, is currently supporting the MoE in developing the National Digital Education Plan and deploying of a Whole-School Training for EMIS, with funding from a GPE’s System Capacity Grant (SCG). Finally, it is worth highlighting that, through the SCG, the World Bank is also assisting the MoE in the development of the ESP 2026-2030, which would guide future investments in the education sector and is expected to align with and build upon the progress achieved to date.

V. LESSONS AND RECOMMENDATIONS

62. It is possible to effectively appraise a technically sound project remotely, provided there is strong sectoral knowledge and close engagement with the counterpart. Due to the travel restrictions during the COVID-19 pandemic, this Project was appraised entirely remotely. However, the World Bank’s longstanding support to the education sector in Guyana enabled a solid project design, as proven by its successful implementation with only minor adjustments.

63. Supporting the development of a national EMIS is a strategic investment that strengthens both the governance of the education sector and the quality of data available to assess the impact of future World Bank-supported initiatives. The absence of timely and reliable education data hampers effective decision-making and limits the ability to attribute observed changes to specific Project interventions. Therefore, continued support for the enhancement of the EMIS is essential to generate more robust evidence and extract valuable lessons to inform the design and implementation of future projects. The progress made under GESPP in improving the functionality of the national EMIS lays the foundation for future investments. Over time, these efforts are expected to foster greater transparency and enable more informed, data-driven decision-making across the education sector.

64. Even in countries with substantial experience in implementing World Bank projects, establishing a fully functional PIU requires time and, therefore, the implementation arrangements should be finalized during project appraisal to ensure a smooth project launch. Despite the World Bank’s long-standing partnership with the GoG and the continuous pipeline of education projects—often with at least two projects running concurrently, it still took ten months to establish a full-fledged PIU for this Project. To shorten this timeline in future operations, the Terms of Reference for key PIU staff and MoE focal points should be prepared and agreed upon by the end of the appraisal phase. Furthermore, as the establishment of a fully operational PIU is a legal requirement, the Bank should more proactively ensure compliance with the legal agreement by using the project ratings in the ISR to flag delays. Finally, it is worth noting that in recent years there have been ongoing discussions between the GoG and the Bank regarding the creation of a sector-wide PIU. For such a structure to be viable, it must be adequately staffed to ensure the effective implementation of all ongoing education projects.

65. The partnership with the GPE enhances the World Bank’s reach to promote learning for everyone, everywhere. This Project was fully financed through GPE’s ESPIG, which provided additional resources that allowed the Bank to deepen its engagement with Guyana’s MoE. Thanks to the GPE funding, the Bank was able to design a project that complemented and enhanced the activities supported by its then-ongoing education portfolio in the country, enabling a more integrated and comprehensive sectoral support.



ANNEX 1. RESULTS FRAMEWORK AND KEY OUTPUTS

A. RESULTS FRAMEWORK

PDO Indicators by Outcomes

Improve learning conditions at the nursery level								
Indicator Name	Baseline		Closing Period (Original)		Closing Period (Current)		Actual Achieved at Completion	
	Result	Month/Year	Result	Month/Year	Result	Month/Year	Result	Month/Year
Percentage of school teachers meeting standards in student-centered teaching practices at the nursery level (Percentage)	46.33	Oct/2022			70.00	Mar/2025	74	Feb/2025
	Comments on achieving targets		Target surpassed.					
Increase use of technology-assisted learning at the primary level								
Indicator Name	Baseline		Closing Period (Original)		Closing Period (Current)		Actual Achieved at Completion	
	Result	Month/Year	Result	Month/Year	Result	Month/Year	Result	Month/Year
Percentage of students using educational technology at the primary level (Percentage)	0.00	Apr/2021			60.00	Mar/2025	58	Apr/2025
	Comments on achieving targets		Target substantially achieved.					
Improve functionality of education management system nationally.								
Indicator Name	Baseline		Closing Period (Original)		Closing Period (Current)		Actual Achieved at Completion	
	Result	Month/Year	Result	Month/Year	Result	Month/Year	Result	Month/Year
Number of visitors to EMIS monitoring dashboard (Number)	0.00	Apr/2021			300.00	Mar/2025	1,520	Feb/2025
	Comments on achieving targets		Target surpassed.					



Intermediate Indicators by Components

Improving Learning Conditions at the Nursery level								
Indicator Name	Baseline		Closing Period (Original)		Closing Period (Current)		Actual Achieved at Completion	
	Result	Month/Year	Result	Month/Year	Result	Month/Year	Result	Month/Year
Number of teachers trained at nursery level (Number)	0.00	Apr/2021			2,200.00	Mar/2025	3,774.00	Feb/2025
	Comments on achieving targets		Target surpassed.					
Number of students at nursery level in Regions 1, 2, 7, 8, and 9 that have received textbooks or learning equipment (Number)	0.00	Apr/2021			5,000.00	Mar/2025	14,985	Feb/2025
	Comments on achieving targets		Target surpassed.					
Promoting Technology-Assisted Learning at the Primary level								
Indicator Name	Baseline		Closing Period (Original)		Closing Period (Current)		Actual Achieved at Completion	
	Result	Month/Year	Result	Month/Year	Result	Month/Year	Result	Month/Year
Number of students at primary level provided with tablets equipped with learning software (Number)	0.00	Apr/2021			7,250.00	Mar/2025	7,250.00	Feb/2025
	Comments on achieving targets		Target achieved.					
Number of teachers trained in use of tablets (Number)	0.00	Apr/2021			300.00	Mar/2025	370.00	Feb/2025
	Comments on achieving targets		Target surpassed.					
Number of smart classrooms to support learning established (Number)	0.00	Apr/2021			10.00	Mar/2025	10.00	Feb/2025
	Comments on achieving targets		Target achieved.					
Number of teachers trained in use of smart classrooms (Number)	0.00	Apr/2021			30.00	Mar/2025	280.00	Feb/2025
	Comments on achieving targets		Target surpassed.					
Strengthening Institutional Capacity and Project Management								
Indicator Name	Baseline		Closing Period (Original)		Closing Period (Current)		Actual Achieved at Completion	
	Result	Month/Year	Result	Month/Year	Result	Month/Year	Result	Month/Year
	0.00	Apr/2021			1,000.00	Mar/2025	1,006.00	Feb/2025



Number of schools that can upload data into EMIS (Number)	Comments on achieving targets		Target surpassed.					
Statistical Report on primary and secondary level data produced using the EMIS data. (Number)	0.00	Apr/2021			3.00	Mar/2025	3.00	Feb/2025
	Comments on achieving targets		Target achieved.					
Gender parity index in math scores in the technology-assisted pilot schools (percentage points) (Text)	1	Apr/2021			0.98	Mar/2025	0.98	Feb/2025
	Comments on achieving targets		Target achieved.					
Students benefiting from direct interventions to enhance learning (Number)	0.00	Apr/2021			12,250.00	Mar/2025	28,487	Feb/2025
	Comments on achieving targets		Target surpassed.					
Students benefiting from direct interventions to enhance learning - Female (Number)	0.00				6,125.00		17,389	
	Comments on achieving targets		Target surpassed.					
Survey of participant satisfaction administered, and feedback addressed (Yes/No)	No	Apr/2021			Yes	Mar/2025	Yes	Feb/2025
	Comments on achieving targets		Target achieved.					
Direct beneficiaries (Number)	0.00	Apr/2021			14,750.00	Mar/2025	32,602	Feb/2025
	Comments on achieving targets		Target surpassed.					
Direct female beneficiaries (Percentage)	0.00	Apr/2021			50.00	Mar/2025	51.30	Feb/2025
	Comments on achieving targets		Target surpassed.					



B. KEY OUTPUTS

Objective/Outcome 1: Improve learning conditions at the nursery level in select areas	
Outcome Indicators	1. Percentage of school teachers meeting standards in student-centered teaching practices at the nursery level
Intermediate Results Indicators	1. Number of teachers trained at nursery level 2. Number of students at nursery level in Region 1, 7, 8 and 9 that have received learning material 3. Number of caregivers trained in Regions 1 and 7
Key Outputs by Component (linked to the achievement of the Objective/Outcome 1)	1. 3,774 nursery teachers were trained, out of which 2800 from government schools and 200 from private schools 2. 14,985 nursery students received learning materials 3. 15,000 communication materials (brochures and posters) to encourage nursery school enrollment were distributed
Objective/Outcome 2: Increase use of technology-assisted learning at the primary level in select areas	
Outcome Indicators	1. Percentage of students using educational technology at the primary level
Intermediate Results Indicators	1. Number of students at primary level provided with tablets equipped with learning software 2. Number of teachers trained in use of tablets 3. Number of smart classrooms to support learning established 4. Number of teachers trained in use of smart classrooms
Key Outputs by Component (linked to the achievement of the Objective/Outcome 2)	1. 7,250 primary students received tablets equipped with learning software 2. 370 teachers were trained in the use of tablets 3. 10 smart classrooms to support learning were established 4. 280 teachers were trained in the use of smart classrooms



Objective/Outcome 3: Improve functionality of the education management information system nationally	
Outcome Indicators	1. Number of visitors to EMIS monitoring dashboard
Intermediate Results Indicators	<ol style="list-style-type: none"> 1. Number of schools that can upload data into EMIS 2. Statistical Report on primary and secondary level data produced using the EMIS data 3. Gender parity index in math scores in the technology-assisted pilot schools 4. Students benefiting from direct interventions to enhance learning (total and female) 5. Survey of participant satisfaction administered, and feedback addressed 6. Direct beneficiaries (total and female)
Key Outputs by Component (linked to the achievement of the Objective/Outcome 2)	<ol style="list-style-type: none"> 1. 1,006 schools can upload data into the EMIS 2. Three statistical reports, including nursery, primary and secondary school data, were produced and published by MOE using the EMIS 3. 28,487 students benefitted from direct project interventions to enhance learning, out of which 17,389 were female 4. Four satisfaction surveys were conducted: one to nursery teachers, one to parents of children enrolled in nursery, one to teachers in schools benefitting from the distribution of tablets to students or the establishment of smart classrooms and one to teachers and administrators with regards to the EMIS 5. 32,609 persons benefitted directly from the project interventions, out of which 51.3% were female



ANNEX 2. BANK LENDING AND IMPLEMENTATION SUPPORT/SUPERVISION

A. TASK TEAM MEMBERS

Name	Role
Lauren Justine Marston	Team Leader
Denise Felicia Elida Stolt	Team Leader
Vincent Perrot	Team Leader
Saidu Dani Goje	Financial Management Specialist
Patrick Kabuya	Financial Management Specialist
Blandine Marie Wu Chebili	Procurement Specialist
Gabriel Penalzoa	Procurement Specialist
Kirk Christopher Nathaniel Brown	Environmental Specialist
Elizabeth Joana Graybill Do Nascimento Brito	Environmental Specialist
Ramon Eduardo Anria	Social Specialist
Paula Pini	Social Specialist
Isaac Mera Chehin	Social Specialist
Mark Christian Sigrist	Counsel
Angelica Calderon	Procurement Team
Jose C. Janeiro	Team Member
Helio Sato	Team Member
Ana Maria Castaneda	Team Member
Zhuo Yu	Team Member
Darian Kaminski Munoz	Team Member
Jorge Luis Alva-Luperdi	Team Member

B. STAFF TIME & COST

Stage of Project Cycle	Staff Time & Cost
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	No. of Staff Weeks	US\$ (including travel and consultant costs)
Preparation		
FY21	5.675	104,146.64
FY22	14.253	123,505.81
FY23	0.000	59.74
FY24	0.000	.00
Total	19.93	227,712.19
Supervision/ICR		
FY21	0.000	.00
FY22	6.400	12,720.64
FY23	16.697	111,743.98
FY24	22.811	208,635.30
FY25	0.780	17,192.62
FY26	2.050	10,407.30
Total	48.74	360,699.84



ANNEX 3. PROJECT COST BY COMPONENT

Component	Amount at Approval (US\$M)	Actual at Project Closing (US\$M)
Improving Learning Conditions at the Nursery level	2.3	2.3
Promoting Technology-Assisted Learning at the Primary level	2.5	1.7
Strengthening Institutional Capacity and Project Management	1.9	2.7



ANNEX 4. EFFICIENCY ANALYSIS

1. **Given that the Project implementation followed closely its original design, the economic efficiency analysis for this ICR applies the same methodology used at appraisal.** The ICR cost-benefit estimation has mainly been updated with information on the actual implementation schedule, beneficiaries and costs. Additionally, although at appraisal the benefits for components 1 and 2 were pooled, at ICR they are estimated separately for accuracy, given the different nature of the interventions and their distinct expected impacts on learning outcomes, as supported by the literature review presented in the PAD.

2. **Both at appraisal and at closure, component 3 is excluded from the economic efficiency analysis.** Although the benefits of strengthening the EMIS in terms of improving the efficiency of the education sector and promoting evidence-based policy-making are well supported by the literature, they are difficult to measure and quantify in terms of economic value. Therefore, the economic efficiency analysis for this ICR covers 60 percent of the Project’s total grant amount¹¹.

The key parameters used for the cost-benefit analysis are presented in the table below:

Parameter	Value	Source
Discount rate	5%	World Bank standard discount rate for Guyana (assumption)
Average annual earnings (2022)*	5.197 USD	Economic analysis for the Guyana Strengthening Human Capital through Education Project (P177741)
Average retirement age	60	Assumption
Average age to enter the labor market	20	Assumption
Labor market participation rate (15-64 y.o)*	55,1%	ILOSTAT Database, 2019 (latest available data)
Unemployment rate (15-64 y.o)*	13,52%	ILOSTAT Database, 2019 (latest available data)
Rate of return to education	3,3%	Montenegro and Patrinos, 2023
Number of cohorts benefitting from:		
- Teacher training*	10	Assumption
- Tablets*	3	
- Smart classrooms*	5	
Expected impact on learning:		
- Component 1	0,11 SD	Literature review conducted at appraisal
- Component 2	0,63 SD	

* Updated at ICR

¹¹ At appraisal, the budget for component 3 was lower (see Annex 3), and therefore the economic analysis covered 72% of the Project’s total grant amount.



3. **Additionally, the economic efficiency analysis was conducted under two scenarios, which primarily differ in the estimated number of Project beneficiaries after project closure.** For component 1, the conservative scenario assumes that only nursery students taught by teachers meeting standards in student-centered teaching practices at project closure (74%) will experience improved educational attainment, while the optimistic scenario expands this benefit to all nursery students taught teachers trained during the Project implementation. For component 2, the conservative scenario assumes that the percentage of students using educational technology at the primary level will stay at 58% (value of PDO 2 at project closure), while the optimistic scenario assumes that it will reach 60% (PDO 2 target).

4. **The economic efficiency analysis confirms that the benefits of the Project’s interventions outweigh the total costs, and is consistent with the estimates made at appraisal.** As presented in the table below, under the conservative scenario the Project’s joint IRR for components 1 and 2 is estimated at 11%, with a benefit-cost ratio of 5.1. These values align closely with those projected at appraisal (IRR of 10% and benefit-cost ratio of 3.9). In contrast, the results under the optimistic scenario are not directly comparable between the appraisal and project closure stages, as the ICR applies more conservative assumptions for this scenario than those used during appraisal. Consequently, less favourable outcomes are to be expected.

		NPV	IRR	Benefit cost ratio
Components 1 and 2	Conservative scenario	13,482,772	11%	5.1
	Optimistic scenario	16,454,541	12%	6.0
Component 1	Conservative scenario	5,730,451	10%	4.0
	Optimistic scenario	8,493,630	11%	5.5
Component 2	Conservative scenario	7,752,321	13%	6.4
	Optimistic scenario	7,960,910	13%	6.6



ANNEX 5. BORROWER, CO-FINANCIER AND OTHER PARTNER/STAKEHOLDER COMMENTS

The Implementation Completion Report (ICR) was submitted to the Government of Guyana for their review and feedback on August 13, 2025. The Ministry of Finance conducted its review and raised no comments or objections. At the time of submission, no response had been received from the Ministry of Education.



ANNEX 6. SUPPORTING DOCUMENTS (IF ANY)

Box 1. Status of EMIS Functionalities

By Project closure the EMIS platform captures student- and staff-level information, structured across the following modules:

1. Individualized Student Profiles – Demographics, enrollment, grade level and transfers
2. Individualized Staff Profiles – Demographics and qualifications
3. Attendance – Daily student and staff attendance.
4. Behavior Module – Registry of student disciplinary incidents
5. Report Cards – Student performance records

Additionally, a Teacher Appraisal module, to monitor and support teacher performance is being finalized.